



## My Sidewalks: Intensive Language and Concept Development

### Program Description

My Sidewalks is a research-based reading intervention program that helps students improve and sustain their levels of reading achievement.

### Closing the Language Gap

Researchers conclude that many struggling readers are in a state of “word poverty.” First graders identified as “struggling” have about 15,000 fewer words in their vocabulary than their counterparts.

My Sidewalks eliminates the language gap with:

- Explicit instruction of phonemic awareness, phonics, and vocabulary
- An emphasis on oral vocabulary and concept words
- Organized reading selections to increase concept knowledge
- Extensive reading and writing practice

### Concept Development

Every unit develops either a science or social studies concept. The learning deepens from week to week.

Oral vocabulary is explicitly taught each week in Levels A and B. In levels C, D, and E, the emphasis is on concept vocabulary.

Deep meaning of vocabulary and concepts leads directly to comprehension and reading improvement. The concepts, oral language, and vocabulary developed in My Sidewalks parallel Scott Foresman Reading Street at each level.

### Reading Selections

There are four concept-related reading selections each week in Levels A and B.

The first selection increases students' background and concept knowledge. The two main selections that follow consist of one informational text and one narrative text followed by a poem, song, or activity. Students practice vocabulary and write to foster reading comprehension.

Levels C, D, and E have the same organizational structure as Levels A and B. Instruction for the background-building selections includes genre and text features.

The proportion of nonfiction at all levels helps struggling readers build concepts for content-area materials.